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ABSTRACT

The changing nature of work and the role of educational processes and cultures of practice and research in helping put people back into the center of learning and preparing individuals for lifelong learning were examined in the context of Australia's technical and further education institutes, higher educational facilities, and private providers. The examination focused on the following issues: (1) critical/interpretivist and deterministic/technocratic frameworks; (2) political and economic discourses; (3) economic rationalism (instrumentalism); (4) neocorporatism and federal corporatism; (5) managerialism; (6) human capital theory; (7) functionalism and vocational education and training policy initiatives; and (8) merger of the cultures of practice and research and the delivery of higher education to mature lifelong learners. The notions of lifelong learning as a culture of learning practice and lifelong learning as a culture of learning via research were explored through case studies of a carpenter with a master's degree and a plumber with a Ph.D. The Melbourne University Faculty of Education's alignment with the shifting trajectories of university education, training, teaching and research were discussed. Special attention was paid to the faculty's new Master of Educational Management program, revised Bachelor of Vocational Education and Training, and movement toward an inclusive model of practice and research. (Contains 21 references.) (MN)

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Crossroads of the New Millennium

Preparation For Life-Long Learning: Putting People Back Into The Centre Of Learning

Prepared and Presented

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Workshop 1

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Abstract

The notion of work - as paid employment - is being redefined through the reconfiguration of work and the workplace. One speaks of workplaces rather than the workplace today. Work of a contingent form is growing at a rapid rate. The corporate life of individuals is shrinking. The labor marketplace for employment is global. Knowledge - not information - is the currency of the future and is deemed to be among the few things that will differentiate individual and organisational excellence, innovation and potential. What strategies can education, as a discipline, and education as an institution offer people to embrace and prepare them for what the future may pose? This interactive workshop will explore the issues of the changing nature of work and how educational processes / cultures of practices and research may assist with putting people back into the centre of learning, beyond economic rationalist, managerialist and market driven notions of Neo-Capitalist forms economics.

Preparation for Life –Long Learning: Putting People Back into the Centre of Learning

The facilitation of education in communities is shaped by political and economic imperatives. The communities I write of here are workplaces, schools, Technical and Further Education (TAFE) Institutes, Higher Educational facilities and private providers. Each of these micro-worlds is affected by 'systems' created at the macro level, systems that are shaped by interpretations of political and economic policy imperatives.

This paper and consequent workshop explores some of the frameworks, practices and concepts that give shape to our educative efforts. It is eclectic and draws upon, (among others), the fields of education, sociology and management/organisational theory to underpin assertions, and observations. The exploration commences with a framework to guide a brief discussion about political and economic discourses. This is followed by a brief outline of functionalism, providing a way into understanding some of the principles underpinning educational practice in Australia/globally - with its emphasis upon industry lead initiatives. The work of Matthews (1994), is used to illuminate the shifts currently underway in organisations. These frameworks and principles are subsumed into an account of Melbourne University's Faculty of Education where cultures of practice and research are being merged as a way of putting learners back into the centre of learning. Life-long learning (LLL) is juxtaposed with exemplifications of cultures of University practice and research, and assertions made about how these two cultures couple with LLL for mature age learners.

CRITICAL/INTERPRETIVIST AND DETERMINISTIC/TECHNOCRATIC FRAMEWORKS

A helpful framework to summarise some of the shifts in organisational theory and practice provides some explanation as to why the shifts / current trajectories in educational/industrial learning. (Refer to attachment number 1 - Grint, K. (1993) Sociology of Work, Polity Press, Sydney Australia).

POLITICAL AND ECONOMIC DISCOURSES

Discourses are shaped by many factors and forces, among them being politics and economics. I do not intend to include a detailed study of economics and politics. However, it is important to understand that economics and politics are powerful shapers of policy direction and content.

At the risk of offending economists with the brief array of comments that follow, it could be said that two major schools of economic thought shape political actions, policy creation and couple with political ideologies. The two schools of economic thought I refer to are broadly known as Keynesian and Classical / Neo –Classical economics.

Keynes, a significant figure in the field of economic research and the establishment of economics as a serious field of endeavour, proposed that governments may, at times, need to intervene in the workings of economies to ensure a realisation of effectiveness. These times may be during a period of economic malaise, when a nation's citizens may be suffering hardship, when industry requires a modicum of protection – for example during market establishment phases and through the use of tariffs. Keynes saw a need for governments to intervene in the workings of economies as a stabilising force, to moderate market forces that may adversely affect a nation's citizens, and consequently a nation's wealth.

Classical / Neo –Classical economists broadly hold the view that significant government intervention would artificially alter the market forces at play in economies and therefore perhaps prolong the effects of an economic adjustment. Their views highlight the importance of smaller governments and of less government intervention in economics – to ensure that market forces have a much greater prominence in the shaping of the workings of an economy. Market forces, they assert, settle things out and drive an economy in a more dynamic, healthier, 'natural' manner. For example, they do not support the use of tariffs for industry protection and the use of a high proportion of government revenue for citizen welfare payments.

There are no pure versions of Keynesian or Classical/Neo-Classical economic models used by Australia's two major political parties. However, it could be said that the present Australian Liberal Party is more Classical / Neo-Classical than the Australian Labour Party – which has a distinct Keynesian orientation in its economic modelling of policies. However, it could also be argued that there is a blurring of the boundaries between the two - hence some confusion for those who vote. These statements may help with understanding some of the differences in political and economic ideologies that underpin party politics so evident in the shaping of Australia's (current western societies) educational policies. These same statements help further support HOW governments couple policy initiatives to particular views of the world, economic and political ideologies. With these thoughts in mind I would

like us to briefly explore the concepts of Economic Rationalism, Human Capital Theory and Managerialism....the current world views that are being used by economists and politicians to shape educational practice.

ECONOMIC RATIONALISM (AT TIMES CALLED INSTRUMENTALISM)

Economic rationalism is often associated with the notions of efficiency, higher levels of productivity, a concern for competition and less government intervention. The view is that society can be made to proceed according to a formula (Oakeshott, 1991). The word rational implies a sense of logic of scientific, instrumental accuracy. Pusey (1991), characterises economic rationalism in the following manner:

- Welfare spending is too great
- Higher levels of unemployment are acceptable
- Public Sectors should be deregulated
- Wages and salaries are too high
- National income should be re-distributed from wage earners to the wealthy
- Public spending should be cut - (included in this is spending on education)
- The burden of taxation should be moved from business inputs to consumption goods

The rationality behind such statements is that business needs freedom to stimulate economies to create national wealth and employment. The rationality supports the Classical / Neo-Classical model of economics associated with smaller government, less regulation and the use of market forces to shape economic endeavours. Market forces shape consumption via the user having to pay ' market rates' for services/goods. The focus is upon the efficient delivery of those goods and services not the social value or social consequences of delivering the goods/services at 'market rates'. The determination of 'market rates'? – whatever the market will bear. By this I mean, if the price is too great for a given majority of people, people will not purchase the services/goods. The market determines what price and how many goods /services are exchanged. The instrumental notion is associated with the 'rational' array of actions that may occur to deliver a particular set of outcomes desired by governments. The desired ends (balancing the budget?) and the means (selling off government utilities?) are calculated in a 'rational' fashion. The difficulty is, what may seem 'rational' to some may seem totally 'irrational' to others! The emphasis of instrumentalism is upon the technical merits of the rationality not the social consequences.

Economic rationalism is perceived to be a viable instrument for policy design in times of:

- High levels of unemployment
- Low economic activity
- Questions raised about the quality, outcomes and direction of education and;
- A change in government policy direction is warranted.

The major shift is from a supply form of government to a market driven , demand driven application of economics and politics.

The shaping of educational policies began to be influenced by this concept in 1988 by John Dawkins Federal Australian Labour Party. In his document entitled 'Strengthening Australian Schools' we begin to see the emergence of another phenomenon – Neo-Corporatism / Federal Corporatism.

NEO-CORPORATISM/FEDERAL CORPORATISM

Broadly speaking, Neo-Corporatism may be defined as Co-operative arrangements between industry, governments, and staff associations/unions with the formulation of policy initiatives and policy directions. (An Australian example) -The Finn review, (a review of Post-Compulsory education in Australia) was undertaken by a committee consisting of two representatives from the Vocational Education and Training (VET) sector, a representative from business, another from the trade union movement, a Commonwealth nominee, two State and territory education representatives, and the Chair, Brian Finn, being selected by the then Australian Education Council committee. The intent was/is to ensure that decisions made about educational policy are in the Nation's interest and support Federal and State government relations. This intent is further enhanced by a desire by Federal governments to restructure processes (in this instance education) – to again serve the nation's interest. This we could label Federal Corporatism. However, these notions are shaped by the concepts and discourses associated with the concepts of Economic Rationalism, Managerialism and a version of Human Capital Theory (Lingard, 1991).

MANAGERIALISM

Relationships of power and control in an organisation are shaped by the views, styles and processes used by management (management not leadership) in order to realise results. Managerialism is focused upon results, which are of far greater importance than the means of 'getting the results'. Efficiency is paramount as is output of organisational efforts.

Two key attributes one could ascribe to managerialism are:

1. Private sector practices may equally be applied to public service sectors of an economy and,
2. any problem can be resolved through efficient management practices

Managerialism has become an important means for State and Federal governments to realise greater efficiencies in the public service sector. Education and Training policies have become a major force that have aligned themselves with a number of Federal and State government's economic rationalist and social imperatives (OTFE 1998). Many of these policies have been implemented in a host of VET settings in a managerialist manner. Further to this, most VET initiatives are being implemented in a Neo-Corporatist Managerialist manner. By this I mean the Federal government is encouraging the interpretation/implementation, and creation of VET policy initiatives through establishing decentralised groups consisting of industry, government, and other interested parties. The role of 'industry' is to be the 'main driver' of policy initiatives.

HUMAN CAPITAL THEORY

A major premise of Human Capital Theory is: "...each person as having a stock of human capital...the acquired skills, knowledge and experience which enable them to perform more less effectively in the workplace...education and training are seen as building an individual's stock of human capital..." (OTFE, 1998 p. 1).

The focus for education – especially vocational education – is the preparation of people for work (occupational paid employment). The major activities for educational practitioners should centre on the acquisition of skills, knowledge and appropriate traits that prepare people to become productive workers. (Competence or capability?) This is one assumption. A second consideration? ... That learners experience few hurdles in accessing education and training. Another is that education is about preparing people for work and not life. Finally, that vocation is the same as job or occupation. The word 'vocation' is being applied in a very narrow fashion here. Vocation should perhaps be related to one's chosen direction in life – part of which is an occupation or a number of occupations over one's life. The word vocation is not the same as occupation. However, it is being used as such in many instances that align themselves with a newer (Neo-Capitalist) interpretation of Human Capital Theory. Many policy initiatives associated with VET are perhaps not 'vocational' in orientation they are 'occupationally' specific. Are Australian 'Training Packages' an example of vocational education or should they be labelled a form of 'occupationalism'?

Human Capital Theory also asserts that a nation's wealth is realised through individual growth via education, training and the continual acquisition of skills / attributes. The acquisition of these 'tools' enables people to 'sell' their labour to others who need it. This in turn means people acquire a level of social mobility. To explain a little further, by people adding to their level of human capital they may move socio-economically speaking or they may move across geographic boundaries (an issue of growing importance in a potentially global labour market place). This affords people a modicum of control over their lives – their chosen direction in life – their vocation. This idea is summarised well by the comments made by Cohn and Geske, 1990, p.34 "...human capital approach makes an individual more valuable...more mobile...a highly capable worker will have a wider spectrum of potential employment opportunities..." and another view...

"...education is a human enterprise that cannot be brought under any economic laws of supply and demand and cannot be conducted on business principles...".West, R The Age, p. 3. May 28th, 1998.

FUNCTIONALISM

Most current vocational educational trajectories, underpinned by the present interpretation and application of economic rationalism, managerialism and human capital theory frameworks, couple with a sociological concept known as functionalism...(systems theory - metaphor: organisational as a machine).

The importance of systems theory, systems thinking and systematic approaches to training, development and evaluation strategies have reached new heights in the circles of education. This is particularly so because of the importance placed upon the role of industry / business and their shaping the directions / practices of education, and research. A considerable amount of learning theory, psychological constructs and curriculum theory that underpins the training and development of adults, (and now youth in Australian schools - as another example), is underpinned by systems theory and systems thinking. Competency training practices also premised upon the acceptance of systems theory as 'the valid' approach to learning facilitation.

Having made these claims you may begin to see a connection between Structural Functionalism and public VET policy initiatives. But what are some of the views held by

Functionalists? Functionalists, as the name indicates, aspire to order and harmony in society – realised through each element of society having a place, each complementing and fitting with each other part. The metaphor of a machine may help further illustrate what I mean. Imagine a machine made up of chips, wires diodes and capacitors. Each component has a role to perform; each fits with the other to enable the total machine to work in harmony. If you remove one or two chips from the machine the total machine ceases to operate. It is dysfunctional and disharmony would prevail.

Functionalists view society much like a machine. For example each service, function and human must find a suitable place within society for society to realise a state of harmony and function properly. All of these components, and others that you may be able to list, must be integrated. For harmony to exist there also has to be a level of consensus.

Functionalists assert that education, regardless of its level or domain, is considered to be an important factor in the shaping and facilitation of harmony and consensus in society. Educational policy is perceived to be, from a Functionalist perspective, a major means of realising a culture that is desired by society, a culture that is considered to consist of shared values, norms and conventions. Educational policies design by a Functionalist need to complement and interrelate with a host of other factors, institutional and social wants that may be present in society at a given time in history. Without such consideration society, as a place of harmony and consensus, would be dysfunctional.

Functionalists would also assert that education provides for:

- greater equality – all should have access to the same kind of 'education'
- expansion of educational opportunities of all kinds in all sectors / contexts
- an opportunity for a response to change due to technological innovation
- an increase in the levels of intellectual / skill acquisition of a society
- preparation of youth for employment
- greater economic growth opportunities for society
- preparation for job recruitment and preparation

Reading through the list cited on the previous page it is apparent that current policy initiatives, advocated by contemporary educationalists, are clearly Functionalist in orientation and purpose. The assertions are limited because education is but one component of activity

that shapes society. From a Functionalist perspective it would be quite simple to make statements about the failure of education not performing its societal roles appropriately.

The following examples may shed some light on this:

- Unemployment is a dysfunctional element of society – is this due to the failure of educational process and orientation to task alone?
- Does education provide equity in society through the communication of common values and norms – or do some people experience different types of education in their preparation for living in society? Consider differences in vocational educational preparation and experience between a mechanic and a dentist.
- Have Functionalists ignored differences between socio-economic, gender and racial groups in society?
- does educational process and orientation to tasks promote a dominant group view of what society's values, norms and consensus are – where does equity feature in this equation?

The claims made by Structural Functionalists are perhaps utopian. However, you may consider some be worthy ideals to strive for. Suffice to conclude this overview with the statement that contemporary education is shaped by Functionalist policy views of the world. The political and economic realities demonstrate that Functionalist policy perspectives may reproduce social norms, social division and are not congruent with educational practice or ideals. Mann asserted that Functionalism could realise utopia:

"...education creates social mobility, prevents class warfare, encourages economic growth, protects popular government by creating informed citizens, (socially engineered citizens? – my italics), stops crime and disorder by inculcating moral values and promotes health through physical education..." (Mann, H. (1848). Report to the State Board of Education, Boston, USA).

Productivity/Efficiency: Shifts From Mass Production To Lean Production And Sociotechnical Production Systems

Matthews (1994) extract, (Refer to attachment number 2), provides a helpful framework to guide our thinking / searching for an explanation as to why our social world is rapidly changing. An exploration of his assertions and the possible effects upon educational process and our learners' needs should be surfaced at this stage of our workshop activities.

MERGING THE CULTURES OF PRACTICE AND RESEARCH - A HIGHER EDUCATION PERSPECTIVE OF MATURE AGE LIFE-LONG LEARNERS

A culture of practice could be spoken of in terms of education and training for work. If we accept 'work' to mean paid employment (Grint, 1993), and 'education' meaning skills, knowledge, attributes and more recently capabilities (Sredl and Rothwell 1992, Jin, D.J., and Stough, R.R. 1998) then, for example, the University of Melbourne has been shaped by and responded to a culture of practice for over a century. For instance within schools of medicine and law a student acquires medical and legal skills, medical and legal knowledge and attributes that befit a person to take up the practice of medicine and law post graduation. Capabilities in these disciplines are called upon post graduation, as students enter into the practice of medicine and law in the wider community. The notion of capability infers higher order thinking and learning that encompasses analysis and synthesis in a world of changing expectations and contexts. To maintain currency students of medicine and law are required to engage in a life and love of learning; their culture of practice requires life-long learning[1] to be embraced as a means of maintaining capability. However, in this account of mature age learners it seems a reversal in sequence of knowledge acquisition / acknowledgment is occurring. Universities are being asked to credential and acknowledge the merits of mature age students who arrive at their campuses with an already established culture of practice and limited conceptual development. Simultaneously, in practice, these same mature age students are asked to suspend, to a degree, the worth of their established culture of practice and enter into a new, (for them), culture of higher degree research.

THE METAPHOR OF A JOURNEY

The journey for a Department of Adult and Vocational Education commenced in 1995 when it became amalgamated with the University of Melbourne. On January the 1st, 1997 the Department was merged fully into the Faculty of Education, a Chair in Vocational Education and Training was established and the Department's name changed to reflect the title of the inaugural Chair - Department of Vocational Education and Training (DVET). This part of the journey ended on the 31st of December 1999. The Department was subsumed into a research centre and located within another Department[2] within the Faculty of Education.

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[1] Life long learning denotes a form of learning that enhances one's vocational capabilities regardless of what vocational pursuits one engages upon.

[2] The new Department the CHRD and T is located within is titled: Educational Policy and Management.

(The Centre's title is: Centre for Human Resource Development and Training - CHRD and T). This portion of the journey illustrates how one culture of practice maybe replaced by another. It also demonstrates the final supplanting of a culture of practice with a culture of research.

Rapid shifts in culture are quite common in the post-Fordist world of work. With the infusion of changing workplace practices, deemed necessary to keep pace with higher levels of competition, the maintenance of difference between an educational market-place that seemingly offers the same to all students; the University of Melbourne decided to aligned itself with research rather than teaching endeavour. Those who were already well placed in the University's culture of research did not escape some of shifts in thinking and their perception of a 'traditional' University culture. The acquisition of intrepreneurial and entrepreneurial skills challenges the thinking and culture of work practices for research based academic personnel.

This brief description of a journey currently under way by newer and established University academic personnel parallels the expectations made of mature age students who enter a University Faculty for the first time, commencing a journey that may result in undertaking a higher research based degree.. Mature age students, as beginning researchers, have little or no understanding of research. They do have a sound appreciation of intrepreneurial and entrepreneurial skills and knowledge. They do have a range of capabilities, pertinent to their particular chosen vocation. They have already commenced their life-long learning journey and arrive at a University campus with the expectation of continuing and deepening that journey, or perhaps taking another direction altogether. The mature age student and the University need to some how explore ways and respect the complimentary differences in forms of learning acquisition and expectation placed upon each as they commence this journey. How might a research based University acknowledge learning in other contexts, beyond the walls of faculty facilitated learning? How might a beginning researcher learn to embrace the rigours and challenges of research that, at times, might seem like an array of esoteric pursuits that have little or no use? I suspect the answer lies in mutual respect and education about what constitutes knowledge and learning - for the University - and what constitutes research - for the beginning researcher. What follows is an exploration of these questions and constructs. Examples will be used to illustrate the current understanding and practices by the Melbourne Faculty of Education. This exploration leads to the creation of a framework to model a 'culture of research practice' for beginning mature age researchers. It

is here that I suggest a culture of practice and a culture of research merge, much the same way as Departments within University Faculties.

LIFE LONG LEARNING - A CULTURE OF LEARNING PRACTICE?

Life long learning (LLL) is perceived by the European community of scholars as a positive means of solving problems such as unemployment, re-skilling the workforce, embracing strategies that enable people to cope with rapidity of change. The acquisition of work-related knowledge is important for all that work in paid employment. In many instances it is simply not a matter of accessing a range of work related experiences, opportunities to practice, and learning new skills and acquire new knowledge. For example, it has been shown that many uneducated mature age workers have been labelled as beings that have a diminished capacity to learn. They lack a capacity to learn because they have had limited educational experience and have not acquired the skills of learning. Their employers perceive them as bad investments. By this I mean uneducated mature age workers will have little employer investment expended upon them to re-train and/or expose them to new experiences because they lack the capacity to keep pace with the rate of learning expected - they lack the capacity to learn efficiently. This does not mean mature age uneducated workers cannot learn. The assertion is that they require exposure to particular learning strategies to enable them to learn whilst simultaneously teaching them how to learn (Eliasson, G. 1997).

LLL as a strategy that enables people to acquire skill and knowledge is not new, what is new about the application of LLL in the latter part of the twentieth century and beyond, is the notion that in order for people to ~~retain their current employment~~ you have to acquire/replenish ever increasing levels of knowledge and skill. If there is a modicum of truth associated with this premise then people need to learn how to learn efficiently. The new instruments and 'tools' of work require people to be technologically and knowledgeably literate, and to keep pace with the plethora of knowledge (not just mere information) that underpins such expectations. Employees are becoming knowledge-based workers[3]. These workers are not merely competent they are capable. Capable employees use higher order

[3] A greater proportion of Australian (and other 'developed' OECD nations) workers are employed in information/knowledge based industries than ever before. However, the proportion of people required to work in these newer industries to enable viability and economic prosperity is quite low (UNSW Department for the Study of Industrial / Employee Relations - 1999).

thinking skills, can synthesise and assess a host of variables in a given context to solve problems that enable solutions for work to progress. These are not expectations required only from University graduates these are the expectations required of people working in trades, para-professionals such as Ambulance Officers and emerging professions such as information technologists.

CAPABILITY?

Capability is perhaps the link between knowledge-based research and LLL. There is considerable debate about the value/worth of competency as a means of facilitating a culture of practice let alone the development of competent researchers. Capability may provide one answer to some of the issues and practices associated with the preparation of capable knowledge based works. Capable people are ones, who are independent, possess characteristics of skill, knowledge, value and esteem - LLL asserts the ~~control~~ of one's learning (Stephenson, J and Weil, S. 1992). Capability as a concept and as a 'tool' that gives shape to educational practice juxtaposes well with the four fundamental pillars of education asserted for the twenty-first century posed in the Delors report sighted in the papers from UNESCO, 1999:

> 'The future of education…should be built around four fundamental pillars * learning to know, *learning to do, *learning to live together and * learning to be…'
> (p.54 UNESCO, 1999).

LIFE LONG LEARNING - A CULTURE OF LEARNING VIA RESEARCH?

It is imperative for any person about to commence research they understand from the outset that research is about making a contribution to knowledge. For anyone to make a contribution to knowledge they must have a sound appreciation of how to learn. The techniques of learning provide a modicum of 'capability'. People, who learn how to learn, are capable of accessing, discerning, critiquing, analysing and synthesising information. A person who is capable of performing these basic feats of learning is capable of undertaking research. They are capable of performing research because they possess skill in crafting information into knowledge.

A person requires a degree of independence if they are to perform research and learn from that performance. Research requires independent thought guided by action and those that

have researched in a similar field of endeavour before us. The study of prior research, (accessing, discerning, critiquing and synthesising information and / or prior knowledge), provides a basis for inspiration and the demonstrated skill associated with controlling one's own learning, learning direction and eventual contribution to knowledge. It seems, on this basis at least, that any person who possess knowledge worker capabilities and can perform the basic feats of learning might learn how to perform knowledge research. Two brief case studies to help illuminate this assertion:

CASE STUDY ONE - THE CARPENTER WITH A MASTERS DEGREE

After fifteen years working as a carpenter / builder Peter decided to become a TAFE teacher. Peter left school at year 10 to complete an apprenticeship. Peter had acquired a range of skills but he had not acquired the skill of learning to learn. He required new skills that would enable him to teach his carpentry skills. Peter studied and completed a Diploma of Teaching. Whilst undertaking this two year part time study programme Peter acquired the skills of learning to learn and how to impart these skills onto others. Peter had obtained something that acted as a catalyst for LLL. Peter required particular skills in administration and management of his educational endeavours. He obtained a place at University to study Educational Administration at Graduate level. Peter graduated three years later. Peter now required research skills at the applied and conceptual levels for him to make a contribution to knowledge - knowledge of how people may control their own learning (as well as Peter's) about rapid changes in the carpentry/building micro world of technology. Peter completed a Masters Degree in Education.

Peter's case illustrates a shift from a culture of practice to a culture that merges practice and research. Peter is now a knowledge worker in the carpentry/building world of technology. Peter has not lost his craft skills - he still builds and crafts in wood. However, Peter has much greater control over his life and learning because he has the skills that enable him to perform feats that tax his level of educational synthesis. He is capable of undertaking further learning about change -efficiently and effectively.

CASE STUDY TWO - THE PLUMBER WITH A PHD

Stephen commenced his working career as a licensed plumber. He left technical school at year 11. Like Peter, after around 12 years working as a plumber he decided that he would like to teach others the skills of plumbing and gas fitting. He too obtained a place at a Teacher's College and completed a Diploma of Technical Teaching. Stephen taught in TAFE

colleges for some years and developed an interest in understanding social issues and why it was that some people did not realise their full potential. Stephen was successful in gaining mature age entrance into University to undertake an undergraduate Degree in Sociology - whilst teaching full time Stephen took out a Degree in Sociology. Stephen undertook Graduate level studies and commenced a Masters Degree. His Masters Degree was accepted as being worthy of research at the level of PhD. Stephen completed his PhD research over two and a half years whilst lecturing and working full time at a University. Stephen retired at the level of Associate Professor after publishing and writing internationally for four years.

Stephen's case illustrates similar desires and capabilities to Peter. Stephen shifted discipline directions and undertook a study of the concepts that underpin sociology in order for him to contribute to specific sociological knowledge issues/questions. Stephen became a knowledge worker too. Stephen worked across a variety of boundaries - sociology, TAFE teaching, craft/trade workers in general and with University research students at the level of Masters and PhD. Stephen was able to conceptualise relationships between all these pursuits because of perceived similarities in the requirements for developing capability in LLL.

Examining the two case studies reveals some clues as to how mature age beginning researchers might learn about the rigours of performing research. In each study the student completed a course in teacher education. It was during this course of study that each student was introduced to strategies that assist with learning / helping others to learn. Each case study reveals that Peter and Stephen did not complete their secondary education. Peter and Stephen left school to undertake an apprenticeship; they were inducted into a culture of practice. Peter and Stephen learnt by doing and became accomplished artisans. Their accomplishments were accounted for when they entered Teacher's College. Their accomplishments were used to extend and build self-esteem and stretch their capabilities. What is not explicit in the two case studies is the work and design of the curriculum strategies encountered at Teacher's College that accounted for the particular cohort's present capacity to learn. It was understood that this would be limited, that considerable work would have to be completed by the Peter and Stephens of this world to acquire skills in learning prior to helping others in the same situation, learn. I suggest that Universities are not fully cognisant of this and perhaps explains, among many other reasons, why the retention rate for so many mature age University students and beginning researchers is still very low (Cameron, H. 1999). The same frameworks and practices regarding understanding, support and collegiate research activity need to be put in place for Universities to realise a greater degree/research

completion rate and help people from all disciplines and traditions to make the transition from the culture of practice to the culture of research - learning about and contributing knowledge. The latter is becoming the basis for all occupational pursuits in the emerging global knowledge society.

THE MELBOURNE UNIVERSITY FACULTY OF EDUCATION'S ALIGNMENT WITH THE SHIFTING TRAJECTORIES OF UNIVERSITY EDUCATION, TRAINING, TEACHING AND RESEARCH

In the latter part of the 1990's Professor Alan Gilbert, Vice Chancellor, launched the Melbourne Agenda and a strategic plan to enable all University Faculties to measure their achievements in relation to this expectation. This was a response to shifts in the way in which people may wish to engage with learning, the recognition of the notion - 'A Knowledge Based Society' and the Melbourne University wanting to situate itself clearly at the forefront of these changing trajectories. The Education Faculty Board endorsed a document entitled 'Future Directions of the Faculty of Education' on July 14th, 1999. This document details essential aims and performance measures to attest to the Faculty's adherence and endorsement of the Vice Chancellor's edict. Ostensibly, Melbourne is endeavouring to be Australia's pre-eminent, research; campus based University that embraces flexibly ways of learning. It perceives itself to be situated among the world's best Universities and has forged formal alliances with well known Universities in Europe, USA and Asia. The University also recognises that learning does not cease post graduation and may occur in many contexts, beyond the walls and grounds of the University. One can conclude from examining these statements that the University is endorsing LLL and knowledge based research. Coupling these two notions together publicly acclaims the necessity of continuous learning throughout one's life. The planned Melbourne University Private will complement possible learning through research by offering specialised programmes of study for a variety of professional/industrial pursuits. What follows is a brief examination of the 'Future Directions' document. Examining is helpful because it illustrates how a Faculty models congruency between these expressions of intent, and its own field of interest and endeavour. The words used to characterise the 'Future' are most interesting because they again illuminate a merging of LLL - learning acquired from a culture of practice and the culture of research. The expressions are also quite Functionalist.

> The emergence of a knowledge society is stimulating radical re-conceptualisation of education and training. Success in this endeavour is crucial for a strong economy, a civil society and the well being of every citizen (Faculty Board,

1999, p. 13).

The 're-conceptualisation of education' and the inclusion of the word 'training' are indicative of dramatic shifts in the thinking and practice of a Faculty of Education. Education has been broadened to include[4] the learning experiences of people beyond school and University. The inclusion of the word 'training' as a means of acquiring knowledge and skill acknowledges a culture of practice, one that underpins LLL. Education is also taken here to mean conceptual development, the acquisition of knowledge and skill, together with learning how to learn / how to draw from, acquire and contribute to a body of knowledge. The latter akin to a culture of research.

Whilst the Faculty of Education conceives this shift to be 'radical' for many current and former Teacher's College personnel this is simply a return to and an endorsement of a practice that was well understood and acknowledged formally - the culture of practice.

> Life-long and work based learning are extending both the scope and the role of educational providers (Faculty Board, 1999, p. 13).

The University recognises that the breadth of the former understood and practiced roles of educational providers needs to be inclusive and not exclusive. By this I mean those who are facilitating learning at a University level have to somehow countenance formal appreciation of multiple learning contexts, multiple modalities of learning and continuous LLL learning. For the mature age student this requires grappling with conceptual learning and exposition. To merge the two cultures of practice and research the mature age student needs to acquire skills and knowledge of multiple modalities of learning through learning how to learn. The quotation sighted above attests to the Education Faculty being shaped by formally recognising such phenomena as 'Life-long and work based learning'. On page two I illustrated how the University had been shaped by a culture of practice for over a century, that vocational learning in situ was very much a part of a right of passage into a profession such as medicine. However, the greatest emphasis, the highest level of recognition and credibility arose from the right of access to exclusive, for example, medical knowledge - not

[4] The use of the word 'include' means to formally recognise learning acquired in 'other' contexts such as TAFE colleges and the workplace. Formal recognition enacted through a process of Recognition of Prior Learning (RPL).

medical practice. In most cases medical graduates become medical practitioners. For some this would have challenged them considerably to, without assistance, adapt from a former culture of knowledge and research to one of practice. These experiences and expectations of medical practitioners, and the community who receive the services administered, are among the rationales for changing the learning experienced by medical practitioners in a number of Universities.

In an attempt to embrace a culture of practice and not lessen the importance of analysing and using knowledge based research, a number of Universities are using a strategy known as problem based learning (PBL). [5] Whilst not THE answer to embracing/merging the two cultures under discussion, as strategy it has the potential of helping people learn how to learn and provides a 'tool' to support LLL, and continuous research / potential contribution to discipline based knowledge. The Faculties of Medicine, Law, Engineering and now Education are using PBL to help people ~~learn and practice~~ an understanding of 'Life-Long and work-based learning' which requires educational providers to change and 'extend...the scope and role of educational...' provision. In many instances, and for the first time, the University has to place a greater emphasis upon teaching and learning. The Melbourne University has weighted teaching and learning as important as research when assessing its own academic staff and their contribution to the world community of scholars. For the mature age student there are opportunities to surface their culture of practice as a means of moderating and shaping their use and access to discipline based knowledge / research. The Faculty of Education is reassessing its core function of preparing and certifying teachers for early, primary and secondary educational contexts. The boundaries between these learning contexts and those of the wider world of work, the home, the University and virtual sights are blurring. These insights are encapsulated by the final two quotations I wish to use in this brief examination:

[5] Problem based learning (PBL) requires students to learn how to learn through exposing students to discipline-related problems that require collaborative researching, expose, critique and synthesis. The problems created are derived from those typically found when practicing any studied discipline. The responses are used as a catalyst for furthering and deepening learning. It is during these phases of furthering and deepening learning that questions - requiring further research and knowledge exploration - arise.

While teacher education will continue as a core function of the Faculty...complemented by new initiatives...creation of new options related to life-long and workplace education and training in diverse contexts but that re-assessment of traditional approaches and settings for learning and teaching is required (Faculty Board, 1999, p. 13)

The 'new initiatives...new options' refer to such practices as mature age learners (albeit possibly all future University wide learners) moving through a range of learning contexts accessing discipline based knowledge where required, complementing this with formally recognised workplace based knowledge, performing research when faced with problems or issues that require a response and as a consequence, contributing to widening the boundaries of knowledge, possibly in a cross knowledge based discipline manner. Therefore, 're-assessment of traditional approaches and settings for learning and teaching is required'. Two examples are outlined to illustrate how an Education Faculty is creating new options and re-assessing traditional approaches to teaching and learning, to help bring meaning to these statements:

MASTER OF EDUCATION MANAGEMENT

The Faculty of Education created a programme entitled Master of Educational Management[6]. The new programme modelled itself upon a modified version of the MBA. A PBL strategy was selected as the means of facilitating the capabilities required of people who were to manage educational pursuits. The participants were briefed and set workplace-related issues to analyse, extricate, conceptually support and provide a detailed written report for their peers to critique. The critique also became a means for identifying gaps in conceptual understanding and a process to direct further learning. The expert input (achieved via teaching) and moderation (achieved through lecturing) came from the lecturer/teacher coordinating the unit of study. Boundaries between knowledge based disciplines such as economics and finance, human resource management, evaluation and management were blurred as the participants grappled with concepts, drawn from these study areas, to merge the cultures of knowledge/research and practice. The emphasis for learning was not upon the provision of 'correct answers' to assignment questions posed - as with 'traditional' approaches

[6] 1999 was the third year the Master of Educational Management has been offered by the University of Melbourne. The participants came from a variety of educational management settings - C.A.E, D.O.E, C.E.O, International Educational Administrators and Regional Directors of Education.

to teaching/learning. Participants learnt through collaboration, accessing knowledge/research to further their own learning, modelled practice that culminated in written applied research responses. The unit coordinator modelled how to learn with the participants, provided expert input when required - thus collaborated in the learning not merely presenting key concepts and frameworks to a selected cohort.

BACHELOR OF VOCATIONAL EDUCATION AND TRAINING

The Faculty has offered the revised Bachelor of Vocational Education and Training (BVET) for approximately three years. This undergraduate degree is a response to an expressed need for a programme of study for training and vocational educators. The Bachelor's degree subsumes formal workplace learning and qualifications into the three-year course of study. The first year of the revised BVET acknowledges 'options related to life-long and workplace education and training in diverse contexts' through the provision of advanced standing for those who have completed training assessor and certificate level IV in training and development.

TOWARDS AN INCLUSIVE MODEL OF PRACTICE AND RESEARCH WITHIN A FACULTY OF EDUCATION

The characteristics of mature age LLL students within the Faculty of Education were outlined in the initial parts of this paper. Capability is perceived to be a crucial element in forging links between what can be expected from those engaged in shifting between the cultures of practice and research. Among the catalysts acting upon the Melbourne Faculty of Education have been the recognition of an emerging knowledge based society and the search for ways of addressing rapid changes in knowledge, information flows, the blurring of boundaries between knowledge based disciplines, and the wider world requiring people to practice with insight. Insight and keeping abreast of change requires accessing and continuously contributing to knowledge. Even if a practitioner is not contributing to disciplined based knowledge through academic forms of research endeavour all (in a knowledge-based society) will need to have the means of understanding, interpreting and applying research to their culture of practice.

For the carpenter to undertake a higher degree at master's level and for the plumber to achieve a PhD required a considerable effort in understanding how to learn. For a University to bridge the links between the cultures of practice and research it first needs to formally acknowledge the importance of practice, application of knowledge and the teaching of

practitioners how to learn. The journey to reconcile these differences and acknowledge the important contributions each has to offer a future knowledge based worker has only just commenced. The brief case accounts/examples of how a Faculty of Education is modelling some of these characteristics and practices illustrates how it is possible for University personnel and mature age LLL to countenance an appreciation of cultures of practice and research.

A word of caution. Universities need to acknowledge the importance of good teaching and use a variety of teaching modalities/styles to ensure the participants engage with their learning, and are modelled processes/practices that help them to learn how to learn. Conversely, for the mature age LLL they need to understand the importance of conceptual frameworks and principles of research. Realising such understanding can provide the 'tools' necessary for them to be capable knowledge based workers.

Working, learning and innovating...are all activities based on knowledge.conversion, in the sense of a continuous circulation and use of the knowledge that the organisation possesses and of the creation of 'new knowledge' in response to innovative needs. Explicit knowledge and tacit knowledge mutually synergise in the work context to achieve a dynamic balance between **know-what** (the theoretical level) and **know-how** (the practical level) without one or the other being dominant (Tomassini, 1997, pp. 5-6).

In the final UNESCO report (Refer to attachment number 3) compiled by Wiltshire in Seoul he remarks that the "...21st century will be an era of knowledge, information and civilisation...". On page seven (7) of the same oral report he speaks of windmills that will be blown via the winds of change and details ' sources of energy' that will move education forward; among these are:

- Political commitment
- Leadership
- Continuous life-long learning
- Teachers as mentors
- Curriculum reform

If we were to audit our progress and take these factors into account what is the status of our educational system/s and institutions?

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